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Movin' On in Montana: Year Two: Summer 2016 Replication Guide

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Year Two: Summer 2016

Replication Guide

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Executive Summary

Movin' On in Montana was a four-day, three-night on-campus experience for high school students with disabilities sponsored by the University of Montana, specifically the Rural Institute for Inclusive Communities, Disability Services for Students, and Vocational Rehabilitation. The purpose of Movin' On in Montana was to introduce high school students with disabilities to the college experience with the intent of helping students recognize that college (e.g., university or technical college) is a possibility if they choose to pursue postsecondary education. Further, Movin' On in Montana provided students with disabilities with critical information regarding resources and supports to increase their likelihood of success should they enroll in college.

Through the implementation of two 4-day sessions in June and July of 2016, 27 high school students with disabilities participated in the Movin' On in Montana program. Participants were mostly juniors and seniors in high school, and 12 caregivers accompanied their adolescents to the introduction luncheon/caregiver seminar components of the program. Participant and caregiver perceptions of acceptability of the program, feelings of anxiety regarding college, and knowledge of laws and resources for students with disabilities were evaluated through pre- and post-program measures. Feedback from program staff and program presenters was also collected.

Overall, both high school students with disabilities and their caregivers found the Movin' On program to be a highly acceptable program for learning more about the college experience. Participants identified that the seminars on assistive technology and self-advocacy and attending the biology lecture were the most helpful program activities for learning about college. At the conclusion of the program, there was a significant increase in the number of students who wanted to enroll in a four-year college. Further, both Movin' On participants and caregivers reported that their knowledge regarding laws affecting college students with disabilities and the resources available for college students with disabilities increased. Lastly, following the Movin' On program, participants rated their levels of anxiety about attending college as lower.

Similarly, staff and presenters highlighted the success and importance of the Movin' On program. Staff unequivocally agreed that one of the ways to improve the Movin' On program is to ensure that more high school students with disabilities are able to take part in this program. The distribution of the Movin' On promotional video and increased recruitment efforts across the state, specifically beyond Missoula County, would allow more students to learn about and access this program. Two suggestions for increasing and strengthening recruitment and decreasing attrition (to ensure that those who register actually attend) are: 1)

to continue to make connections with people who work with high school students with disabilities across Montana (e.g., special education teachers) and 2) to build stronger connections and relationships with both caregivers and participants prior to the week of the program. For instance, a staff member could be assigned to each participant and their caregiver(s) to communicate necessary information, answer questions, and provide updates and reminders. Further, this would enable staff to plan the introduction luncheon and caregiver seminar around the specific interests of participants and their caregivers and to have an understanding of caregiver availability for attendance in advance. Therefore, if caregivers are unable to attend, written materials can be distributed to caregivers with the seminar information.

Expanding the number of annual participants in the program is a worthwhile goal, but the total number of high school students in each session should be limited. For example, the staff and participants highlighted that the ability of program staff to develop individual relationships with the participants and provide support to students in small groups was an important component of this program. Further, the staff emphasized that the planning and organization of activities, especially at night, was key to keeping participants engaged. In the case of emergencies or participant behavior problems, staff indicated that it would be extremely beneficial to have a Movin' On policy manual that outlines clear behavioral expectations, consequences for not meeting those expectations, and documentation procedures. Overall, the Movin' On program was an invaluable experience for students with disabilities and should continue to benefit high school students with disabilities across the state of Montana.



Program Description

Movin' On in Montana was a collaborative project of the Rural Institute for Inclusive Communities, University of Montana Disability Services for Students (DSS), and Montana Vocational Rehabilitation (VR). Movin' On in Montana was a four-day, three-night on-campus experience for high school students with disabilities. Two separate sessions were offered in the summer of 2016 for high school students with disabilities. The first session was held June 27-30, 2016, and the second session was July 11-14, 2016.

Grant Information/Funder

Funding was provided by the Montana Department of Public Health and Human Services Disability and Employment Transitions Division, as a component of Montana's Pre-Employment Transition Services initiative.

Eligibility

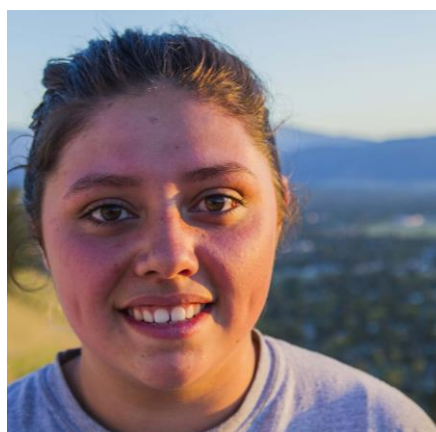
High school-age students were eligible for participation in Movin' On in Montana if they: 1) had a disability (services received through an Individualized Education Program—IEP or Section 504 plan), 2) were eligible



for funding from Pre-Employment Transition Services, 3) were Montana residents, 4) were planning or considering higher education, and 5) were between their sophomore and senior years in high school. Given that there were several unfilled participant slots, students beyond the specified grade range were eligible to attend the program in order to maximize participation.

Recruitment & Application

The sponsoring organization (University of Montana) was responsible for participant recruitment. This occurred through emails and phone calls to vocational rehabilitation (VR) counselors, local school and school district staff, and Montana Office of Public Instruction (OPI) staff. Targeted recruitment focused on local education agencies (LEAs) and secondary schools across Montana. Participants were also recruited through school-based presentations and presentations at



statewide transition-focused conferences (see Appendix A for the program timeline, including recruitment activities). Further advertising included the distribution of rack cards (see Appendix B) and a media release through the University of Montana.

Participants applied to participate in one of two 4-day sessions of Movin' On in Montana. Individual applicants applied directly to the program online at:

https://www.umt.edu/dss/Transition/MovinOn_Application.php (see Appendix C for application).

VR counselors and education-based staff were not responsible for participant registration. The application deadlines were May 1, 2016 for the first session and June 1, 2016 for the second session. Additional information regarding the program, such as the daily schedule, lodging details, packing information, and answers to frequently asked questions, was also provided online. Pre-planning communications, participant forms, and other informational documents that were distributed to program participants and their caregivers are included in Appendix D.

Program Goals/Objectives

One of the primary goals of Movin' On in Montana was to introduce high school students with disabilities to college life with the intent of helping students recognize that college (e.g., university or technical college) is a possibility if they choose to pursue education beyond high school. Through living in a college dormitory, eating in dining halls, and being away from home for several days, high school students were exposed to the "college lifestyle." Further, the Movin' On program provided students with disabilities with critical information about campus resources and supports that they can access should they choose to pursue postsecondary education (see Appendix E for a complete list of program goals/outcomes).



Program Activities

High school students with disabilities attended the Movin' On in Montana program independently, although caregivers were included in an introduction luncheon and parent/family seminar. Students and their caregivers attended these activities together on the first day of the program (see Appendix F for the first session schedule and Appendix G for the second session). Topics covered were determined by student

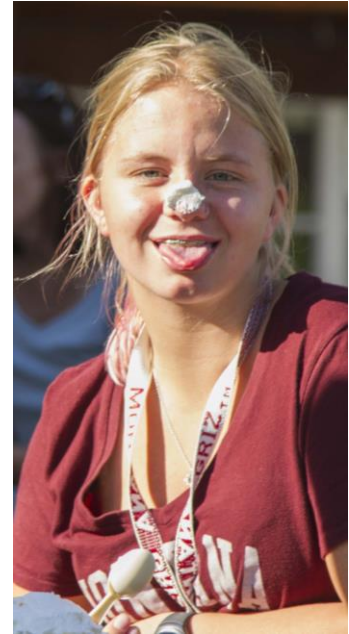
and caregiver interest and also included specific information on how college differs from high school and vocational rehabilitation services. Following the initial day's activities, caregivers did not take part in any of the remaining program activities.

Program participants experienced a range of activities that were selected with several primary objectives: 1) to offer an authentic college experience, 2) to provide relevant information on resources for students with disabilities on college campuses, and 3) to be fun, engaging, and social.

In order to expose participants to “college life,” program participants stayed on campus in a residence hall, attended meals in a college dining hall, and were provided with additional structured activities and free time in the evenings. Additionally, participants attended a variety of seminar presentations on topics related to campus supports and services (e.g., how



to request modifications, the Writing Center, Career Services), and participants received campus tours of both the University of Montana main campus and Missoula College¹. Participants also had opportunities to interact with current/former college students with disabilities as staff members and through a panel presentation. Lastly, several community activities were organized for participants, such as attending a minor league baseball game, going on a river rafting trip, hiking the “M” trail, and getting ice cream at a local favorite.



¹ Missoula College is a two-year postsecondary education program affiliated with the University of Montana that offers occupational and technical education programs.

Staff

The Movin' On in Montana program was staffed by a program director and assistant director as well as both day and night staff members (11 staff members worked the first session and 7 the second session, not including the program director). Almost all staff members were current/former college students with disabilities. Two staff members were recent high school graduates who were transitioning to college, one of whom had previously attended the program and acted as both a staff member and peer mentor.



Staff members' responsibilities included chaperoning, engaging, and assisting participants to provide support and mentorship. Day staff members were present for the daytime presentations and activities, and nighttime staff members provided supervision throughout the night.

A program evaluator was hired to evaluate the program and document the process so that Movin' On in Montana can be replicated at other institutions in the state of Montana.

Participants

There were 21 participants initially registered for the first session and 15 registered for the second session, though 16 participants (76.2% attendance rate) attended the first session and 12 (80% attendance rate)



attended the second session. One participant attended both the first and second session. For purposes of data analysis, this participant's second session data was omitted. Additionally, due to circumstances unrelated

to the program, one participant had to leave mid-session. Because this participant had incomplete pre-program data and no post-program data, this participant's data was also omitted from analysis.

Twenty-seven adolescents between the ages of 14 and 19 ($M = 16.93$; $SD = 1.14$) participated in the Movin' On in Montana: Summer College Transition Program. Participants ranged from recently completing eighth to twelfth grade ($M = 10.93$; $SD = 1.016$), and the majority of participants recently completed either their junior (40.7%) or senior (33.3%) years of high school. Of the 27 participants, 55.6% identified as male ($n = 15$) and 44.4% identified as female ($n = 12$). Nearly half of participants (44.4%) were from Missoula, and the majority (55.6%) lived in Missoula County. See Table 1 for a summary of demographic information, including gender, grade, and home county of each participant.

Caregivers

There was no demographic data collected regarding participants' caregivers. Eight caregivers attended the introduction

luncheon/caregiver seminar in the first session and four caregivers attending during the second session. A total of eight caregivers from both sessions provided post-program data, five from the first session and three from the second.



Program Evaluation

Measures

The program evaluator created the questionnaires for participants and caregivers that were used in the program evaluation by adapting a preexisting measure, the Treatment Acceptability Questionnaire (TAQ; Krain, Kendall, & Power, 2005). The TAQ measures treatment acceptability, which is the degree to which stakeholders find an intervention to be fair, reasonable, appropriate, and consistent with consumer expectations (Huddleston, 2013). Therefore, the TAQ was adapted to examine how acceptable and appropriate the Movin' On in Montana program was to the program participants and their caregivers.

The items from the original TAQ were modified slightly to reflect the specifics of the Movin' On in Montana program, and several quantitative and qualitative questions were added to evaluate variables of interest to

the Movin' On in Montana program director (e.g., plans to enroll in college, understanding of campus resources for students with disabilities). Demographic information (e.g., age, gender, grade) was collected as part of the Movin' On in Montana registration process.



To gain additional insight into the experiences of those involved with the planning and delivery of the Movin' On in Montana program, feedback was

obtained from both staff members and program presenters. A focus group was conducted with all available ($n = 9$) staff members to assess a number of dimensions of the Movin' On program, including: perceptions of the program (i.e., components of the program that were successful or could be improved), perceptions of the adequacy of staff training, and perceptions of participant outcomes. Further feedback was requested from program presenters via an online data collection program, Qualtrics. Survey links inviting feedback from program presenters was distributed by email by the program director (see Appendix H for the email and Appendix I for the Qualtrics survey).

Movin' On Acceptability Questionnaire – Participant Version (MAQ-P).

The acceptability questionnaire designed for participants, the Movin' On Acceptability Questionnaire – Participant Version (MAQ-P), included 14 items that participants were asked to rate on a 6-point Likert scale (ranging from *Strongly Disagree* to *Strongly Agree*) with the exception of two items on which participants had the option to select “NA” to indicate that they had no intent to attend college. These items were the same on both the pre- and post-program questionnaires.

Nine of the 14 items were adapted from the TAQ and rephrased to more appropriately fit the Movin' On in Montana program. These items were added together to create a “program acceptability” score. Of the remaining five items, one item assessed participants' feelings of anxiety regarding going to college, two items assessed participants' knowledge of the laws and resources available for college students with disabilities, and two items asked participants about their postsecondary education plans.



Three qualitative questions were added to the pre-MAQ-P (see Appendix J) as well as the post-MAQ-P (see Appendix K). On the post-MAQ-P participants were supplied with a list of activities and other components of the Movin' On program and asked to select the three that were most useful in helping them to learn about the college experience. Participants were then asked to describe why the activity they identified as "most helpful" was indeed the most helpful.

Movin' On Acceptability Questionnaire – Caregiver Version (MAQ-C).

The acceptability questionnaire designed for caregivers, the Movin' On Acceptability Questionnaire – Caregiver Version (MAQ-C), included 12 items that caregivers were asked to rate on a 6-point Likert scale (ranging from *Strongly Disagree* to *Strongly Agree*). The items were identical to those asked of program participants except the two items asking participants about their plans to attend college were removed. All items were the same on both the pre- and post-program questionnaires.

Nine of the 12 items were adapted from the TAQ and rephrased to more appropriately fit the Movin' On in Montana program. These items were added together to create a "program acceptability" score. Of the remaining three items, one item assessed caregivers' feelings of anxiety regarding their child going to college and two items assessed caregivers' knowledge of the laws and resources available for college students with disabilities.

Three qualitative questions were added to the pre-MAQ-C (see Appendix L) to examine caregivers' expectations regarding both the program and the caregiver seminar. Four qualitative questions were added to the post-MAQ-C (see Appendix M) to evaluate what caregivers would change about the program, what they did/did not like about the caregiver seminar if they did attend, and the barriers they faced that prevented them from attending the caregiver seminar if they did not attend.

Data Collection

First, the pre-program questionnaires were administered to both participants and caregivers at the introduction luncheon on the first day. The program evaluator was introduced to participants and explained the purpose of the questionnaires (i.e., to improve the Movin' On program for future participants).

Participants were each assigned a code number by the program evaluator in order to enable the comparison of participant pre- and post-program responses. Participants completed the pre-MAQ-P, and caregivers in attendance completed the pre-MAQ-C. The program evaluator and staff members answered participants' questions and assisted with the completion of the questionnaires as needed.



On the final day of the Movin' On program, participants completed the post-MAQ-P following their goodbye session but prior to the river rafting trip. Participants were provided with the post-MAQ-P with their previously assigned code number, and the program evaluator and staff provided assistance as needed. Participants were given an envelope that included a letter to their parents, the post-MAQ-C, and a labeled and stamped envelope for the questionnaire to be returned. Participants were asked to give the envelope to their caregiver (see Appendix N for the parent letter).

Staff and presenter feedback was obtained following the completion of both weeks of the Movin' On program. A focus group was held with staff members and the program evaluator. Lastly, the program director sent an email to all Movin' On presenters requesting their feedback via an online Qualtrics survey.

Results

Participants

Participant data from the first and second sessions was combined given that participants received nearly identical programming and there were no significant differences in participants' patterns of responding. See Table 2 for a summary of participant responses on pre-MAQ-P items and Table 3 for participant responses on post-MAQ-P items.

Demographic Variables

Relationships between demographic variables and program acceptability, knowledge regarding laws and resources for students with disabilities, participant feelings of anxiety, and postsecondary plans were examined. Interestingly, there was a significant relationship between age and post-program acceptability, which indicated that older age of participants was related to higher program acceptability. Additionally, there was a significant relationship between participant gender and both pre- and post-program acceptability. Participants who identified as female were more likely to find the Movin' On program to be acceptable.

Program Acceptability

As participants completed the MAQ-P both prior to and following their participation in Movin' On, pre- and post-program data was compared to evaluate whether there was a significant difference in participants'



feelings of acceptability about Movin' On in Montana. While acceptability was relatively high prior to the Movin' On program (the mean participant response to an item evaluating acceptability was 4.79), there was a significant difference between pre- and post-program acceptability. Participants rated the Movin' On program as more acceptable, on average, following their participation.

Anxiety Regarding College

Participant pre- and post-program data was evaluated to determine if there were significant differences between participants' feelings of anxiety when thinking about attending college. On average, participants rated their feelings of anxiety as relatively high prior to the Movin' On program ($M = 4.88$; $SD = 1.451$) compared to post-program responses ($M = 3.81$; $SD = 1.201$). There was a significant difference between participants' feelings of anxiety about attending college pre- and post-program. Participants' feelings of anxiety were, on average, lower following participation in Movin' On.

Knowledge of Laws and Resources

Pre- and post-program participant data was examined to evaluate whether there were significant differences between participants' knowledge of laws affecting college students with disabilities and the resources available for college students with disabilities. There were significant differences regarding

participants' knowledge from pre- to post-program, and participants' understanding of laws affecting students with disabilities increased, as did participants' understanding of available resources.

Future Plans

Participant data from pre- and post-program was evaluated to determine whether there were significant differences in participants' plans to enroll in a 4-year college or a 2-year/vocational college. Prior to participation in the Movin' On program, participants rated their likelihood to enroll in a 4-year college as relatively neutral ($M = 3.69$; $SD = 2.150$). Following participation, participants, on average, were more likely to agree that they planned to enroll in a 4-year college ($M = 4.46$; $SD = 2.064$). There was a significant difference between pre- and post-program data, indicating that there was an increase in participants' agreement that they planned to enroll in a 4-year college following participation in Movin' On.

Both prior to and following participation in Movin' On, participants rated their likelihood to enroll in a 2-year or vocational college as neutral ($M = 2.85$; $SD = 2.395$ and $M = 3.15$; $SD = 2.664$, respectively). There was not a significant difference between pre- and post-program data, indicating there was no change in participants' agreement that they planned to enroll in a 2-year or vocational college following participation in Movin' On.

Qualitative Data

Participants' expectations for the Movin' On program included goals to learn about college, determine whether attending college was a good fit for them, and to meet new people. Following the program, approximately one-third of Movin' On participants identified that meeting new people was the most enjoyable component of the program. Additionally, participants reported that learning more about college (specifically, learning more about resources/services available to college students with disabilities), living in the residence hall, the activities, and the enthusiasm of the staff were some of the most enjoyable parts of Movin' On in Montana. The activities that students rated as most helpful for learning about college included: the assistive technology seminar (57%), the self-advocacy seminar (43%), the biology lecture (33%), and the campus tours (29%).

The majority of participants did not list anything when asked what they enjoyed the least about the program. A small percentage of students identified that conflict with participants or staff (15%) and waking up early (15%) were the least enjoyable components of Movin' On.

Caregivers

Caregiver data from the first and second sessions was combined given that caregivers the introduction luncheons were nearly identical and there were no significant differences in participants' patterns of responding. See Table 4 for a summary of caregiver responses on pre-MAQ-C items and Table 5 for caregiver responses on post-MAQ-C items.

Program Acceptability

There were only five caregivers who completed both the pre-MAQ-C and the post-MAQ-C in order to compare pre- and post-program data. A comparison of pre- and post-program acceptability did not reveal a significant difference in caregivers' feelings of acceptability about Movin' On in Montana. Despite the lack of difference from pre- to post-program, caregivers, on average, rated both pre- and post-program acceptability as relatively high. The average response of caregivers ($n = 12$) to an item evaluating pre-program acceptability was 5.35, and the average response of caregivers ($n = 8$) to an item evaluating post-program acceptability was 5.56.

Anxiety Regarding College

Again, given that only five caregivers completed both the pre- and post-MAQ-C, there was only a small sample in order to compare caregivers' feelings of anxiety when thinking about their child going to college. A comparison of pre- and post-program feelings of anxiety did not reveal a significant difference in caregivers' feelings. It appears that, on average, caregivers experience moderate levels of anxiety regarding their children attending college, which did not vary from pre- to post-program. Caregivers rated



their feelings of anxiety as above average both prior to the Movin' On program ($n = 12$; $M = 4.83$; $SD = 1.115$) and following the Movin' On program ($n = 8$; $M = 4.75$; $SD = 1.389$).

Knowledge of Laws and Resources

Pre- and post-program caregiver data was examined to evaluate whether there were significant differences between caregivers' knowledge of laws affecting college students with disabilities and the resources available for college students with disabilities. There were significant differences regarding caregivers' knowledge from pre- to post-program for both caregivers' understanding of laws and available resources for

college students with disabilities. Specifically, for the five caregivers who completed both the pre- and post-MAQ-C, there was an increase in knowledge following their children's participation in Movin' On in Montana.

Caregivers, on average, rated their understanding of the laws that affect college students with disabilities in the average range ($n = 12$; $M = 3.42$; $SD = 1.379$) and their understanding of campus resources in the average range as well ($n = 12$; $M = 3.33$; $SD = 1.303$). Caregivers who completed the post-MAQ-C, on average, rated their understanding of laws as relatively high ($n = 8$; $M = 5.00$; $SD = 1.069$) and their understanding of campus resources as relatively high ($n = 8$; $M = 5.38$; $SD = 0.744$).

Qualitative Data

Caregivers' expectations for the Movin' On program, specifically the caregiver seminar, were to learn about available resources for college students with disabilities and to learn about how best to support their child attending college. Caregivers stated that learning about campus resources, such as vocational rehabilitation, as well as how to apply for financial aid were helpful components of the caregiver seminar. Caregivers suggested that some possible ways to improve the caregiver seminar and the program more generally are to include more tours and community activities and for staff to provide more one-one-one support to students to make sure their questions are being answered.

Staff

Two separate staff focus groups were conducted to gather feedback from Movin' On staff members. The first was during the week between the two Movin' On sessions and included the program director and two staff members. The second meeting was held following the second session and included the program director and eight staff members. Several themes emerged from the focus group sessions.

Participant Recruitment

Movin' On staff discussed participant recruitment and the importance of finding ways to expand recruitment beyond Missoula and Missoula County. Staff agreed that one of the most effective methods of recruitment is to make connections with people who work with high school students with disabilities (e.g., special education teachers). Staff suggested that the promotional video be distributed to high schools across Montana to increase interest. Additionally, staff discussed potential options for decreasing the participant dropout rate. Staff expressed concern that if there is an application fee that is later reimbursed or there is a monetary "no-show" penalty that some students with disabilities may not have the financial resources to

participate. An alternative suggestion to address participant dropout was to build strong caregiver relationships prior to the program.

Caregiver Relationships

Movin' On staff suggested that in order to avoid duplicative communication with caregivers and to increase consistency that a "point" staff member be assigned to each participant to be in charge of all communication with that participant's caregiver. Further, staff proposed that it would be helpful to track all communication with parents to ensure consistency. Lastly, since many caregivers were unable to attend the introduction seminars, staff suggested that more emphasis be placed on attending the seminars during recruiting. If caregivers could not attend, handouts or written materials could be distributed to caregivers with relevant information.



Presentations

Staff members agreed that the presentations met their expectations, which they attributed to presenter preparation and staff involvement. Specifically, Movin' On staff highlighted the importance of explicitly discussing their expectations of topics to be covered prior to the presentation and being in more consistent, direct communication with presenters. Further, staff felt that their involvement during the presentations helped to keep the presentation content on topic, relevant, and appropriate for the students. For instance, staff ensured that the students understood the purpose of the presentation beforehand and asked guiding questions during the presentation.

Planned activities

Movin' On staff also indicated that the activities were well planned and well executed. Staff identified that



the baseball game, hike, and float trip were participants' favorite "fun" activities and that the technology presentation, planetarium, and biology lecture were the most popular presentations. Further, staff agreed overwhelmingly that it was important to keep participants busy and engaged throughout the program. Night staff members emphasized that having planned evening activities and options, including games, movies, and snacks, was preferable to simply offering unstructured free time.

Staffing

Staff had an abundance of feedback regarding staff roles and responsibilities in the Movin' On program. Overall, staff members agreed that staff numbers were adequate; however, several staff noted that an overlap between day and night staff was extremely beneficial to staff communication. Specifically, night staff arrived early for their shift and day staff stayed later in order to provide an opportunity to debrief so that staff members were up to date on student needs and events. The majority of staff emphasized the importance of night staff for ensuring safety and appropriateness of participant behavior, as the night staff stayed awake all night. Further, the night staff stated that it was extremely important to have two night staff members, so that if one was preoccupied with a student there was a backup staff member to be available for other students. Lastly, staff suggested that the program may benefit from having an on-call nurse to address participants' medical needs.

Staff Hiring and Training

Of significance, the Movin' On staff noted that the hiring process to find committed staff and to set clear expectations for staff was crucial to the success of the program. Staff members also indicated that having the "right" staff who were willing to "laugh and engage" with participants helped to build staff-participant relationships, which were viewed as important to participants' engagement and enjoyment. Movin' On staff felt that by consistently checking in with participants and providing support during presentations it helped students to reflect and engage in the presentations. In addition, staff indicated that while they received some training, additional training on being a mentor, setting boundaries, and how to respond to difficult/crisis situations would be helpful. Lastly, staff agreed that having staff members who are current/former students with disabilities was advantageous for participants.

Policy manual

Importantly, Movin' On staff uniformly stressed the importance of having a staff and participant policy manual in which rules and expectations are outlined. Staff stated that participants were more likely to test boundaries at night and that it would be helpful for behavior management to have set expectations and consistently enforced consequences. Further, Movin' On staff suggested that there be a structured documentation process, such as a logbook, for any behavior problems or incidents.

Overall, the staff members resoundingly agreed that the Movin' On program is an invaluable experience for students with disabilities. Staff members highlighted that Movin' On helps high school students to recognize

and believe that college is a possibility. Further, the program provides important opportunities for high school students to build social relationships, find support, and increase their self-confidence.

Presenters

Eight presenters provided feedback regarding their experiences as program presenters. Presenters identified several aspects of their experiences that went well. Specifically, the majority of the presenters described that there was sufficient communication with the staff prior to the presentation, which helped them to feel prepared. Further, presenters found that program staff was eager to help, assisted with technology support, and asked targeted questions to facilitate student participation. Overall, the vast majority of presenters expressed appreciation for the Movin' On program and wishes for the program to continue.

Despite some presenters feeling that participants were engaged, several identified that there was not enough involvement or feedback from participants. Presenters noted that the more “visual, tactile, and hands on” activities, the more students were able to maintain interest. One presenter suggested that it would be helpful to have information in advance regarding students’ specific disabilities and relevant accommodations in order to tailor the presentation to be most helpful for students. Another presenter recommended having more microphones so that both presenters and students could utilize microphones for answering and asking questions. Lastly, several presenters stated that the timing of the program was difficult in the overlap with orientation and that it would be helpful to have greater than four weeks’ notice in order to ensure adequate staffing for the presentation.



Final Thoughts

Movin' On in Montana successfully provided nearly 30 high school students with disabilities a brief exposure to “college life” through two 4-day programs. Participants and their caregivers indicated that Movin' On was a highly acceptable program for learning about college. Continued efforts to develop, improve, disseminate, and expand this program across the state of Montana would be beneficial to Montana high school students with disabilities.



References

- Huddleston, L. (2013). *Evaluating treatment acceptability, treatment integrity, and cultural modifications of a bullying prevention intervention*. Available from PsycINFO. (1492675898; 2013-99231-121).
- Krain, A. L., Kendall, P. C., & Power, T. J. (2005). The role of treatment acceptability in the initiation of treatment for ADHD. *Journal of Attention Disorders*, 9(2), 425-434.
doi:10.1177/1087054705279996

Tables

Table 1. Demographic Information (n = 27)

| <i>Characteristics</i> | <i>Frequency (%)</i> |
|------------------------|--------------------------|
| Gender | |
| Male | 15 (55.6) |
| Female | 12 (44.4) |
| Grade | |
| 8 th | 1 (3.7) |
| 9 th | 1 (3.7) |
| 10 th | 5 (18.5) |
| 11 th | 11 (40.7) |
| 12 th | 9 (33.3) |
| County | |
| Cascade | 1 (3.7) |
| Flathead | 1 (3.7) |
| Jefferson | 1 (3.7) |
| Lake | 1 (3.7) |
| Lewis & Clark | 3 (11.1) |
| Lincoln | 1 (3.7) |
| Missoula | 15 (55.6) |
| Ravalli | 2 (7.4) |
| Yellowstone | 2 (7.4) |

Table 2. Pre-Movin' On Acceptability Questionnaire – Participant (MAQ-P) Data

| | <i>n</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|---|----------|------------|------------|----------|-----------|
| PRE: This is an acceptable program for me to learn about what it is like to go to college. | 26 | 3 | 6 | 5.08 | .891 |
| PRE: This program should be helpful for me in learning about what it is like to go to college. | 26 | 3 | 6 | 5.04 | .958 |
| PRE: I am worried that my disability will affect my college experience to the point that I feel like I need this program. | 26 | 1 | 6 | 3.73 | 1.564 |
| PRE: I would be willing to use the resources I learn about in this program if I choose to attend college. | 26 | 2 | 6 | 5.15 | .967 |
| PRE: This program will not have a bad effect on me. | 26 | 2 | 6 | 5.15 | 1.266 |
| PRE: I like this program. | 26 | 3 | 6 | 4.46 | 1.029 |
| PRE: This program is a good way to learn about what it is like to go to college. | 26 | 3 | 6 | 5.08 | 1.017 |

| | <i>n</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|--|----------|------------|------------|----------|-----------|
| PRE: Overall, this program will help me. | 26 | 3 | 6 | 5.04 | .916 |
| PRE: I feel nervous or anxious when I think about going to college. | 26 | 1 | 6 | 4.88 | 1.451 |
| PRE: I have an understanding of the laws affecting me as a college student with a disability. | 26 | 1 | 6 | 3.65 | 1.599 |
| PRE: I have an understanding of the resources available for college students with disabilities | 26 | 1 | 6 | 3.88 | 1.558 |
| PRE: I plan to enroll in a 4-year college. | 26 | 0 | 6 | 3.69 | 2.150 |
| PRE: I plan to enroll in a 2-year or vocational college. | 26 | 0 | 6 | 2.85 | 2.395 |
| PRE: Movin' On in Montana will help me figure out whether college is an option for me. | 26 | 1 | 6 | 4.69 | 1.490 |

Table 3. Post-Movin' On Acceptability Questionnaire – Participant (MAQ-P) Data

| | <i>n</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|--|----------|------------|------------|----------|-----------|
| POST: This was an acceptable program for me to learn about what it is like to go to college. | 26 | 4 | 6 | 5.58 | .643 |
| POST: This program was helpful for me in learning about what it is like to go to college. | 26 | 3 | 6 | 5.38 | .852 |
| POST: I am worried that my disability will affect my college experience to the point that I feel like I needed this program. | 26 | 1 | 6 | 3.62 | 1.602 |
| POST: I would be willing to use the resources I learned about in this program if I choose to attend college. | 26 | 3 | 6 | 5.58 | .809 |
| POST: This program did not have a bad effect on me. | 26 | 1 | 6 | 5.12 | 1.505 |
| POST: I liked this program. | 26 | 4 | 6 | 5.73 | .533 |
| POST: This program was a good way to learn about what it is like | 26 | 3 | 6 | 5.54 | .761 |

to go to college.

| | | | | | |
|--|----|---|---|------|------|
| POST: Overall, this program helped me. | 26 | 4 | 6 | 5.42 | .758 |
|--|----|---|---|------|------|

| | | | | | |
|--|----|---|---|------|-------|
| POST: I feel nervous or anxious when I think about going to college. | 26 | 2 | 6 | 3.81 | 1.201 |
|--|----|---|---|------|-------|

| | | | | | |
|--|----|---|---|------|-------|
| POST: I have an understanding of the laws affecting me as a college student with a disability. | 26 | 1 | 6 | 4.65 | 1.231 |
|--|----|---|---|------|-------|

| | | | | | |
|--|----|---|---|------|-------|
| POST: I have an understanding of the resources available for college students with disabilities. | 26 | 2 | 6 | 5.08 | 1.017 |
|--|----|---|---|------|-------|

| | | | | | |
|---|----|---|---|------|-------|
| POST: I plan to enroll in a 4-year college. | 26 | 0 | 6 | 4.46 | 2.064 |
|---|----|---|---|------|-------|

| | | | | | |
|---|----|---|---|------|-------|
| POST: I plan to enroll in a 2-year or vocational college. | 26 | 0 | 6 | 3.15 | 2.664 |
|---|----|---|---|------|-------|

| | | | | | |
|--|----|---|---|------|------|
| POST: Movin' On in Montana helped me figure out whether college is an option for me. | 26 | 3 | 6 | 5.38 | .941 |
|--|----|---|---|------|------|

Table 4. Pre-Movin' On Acceptability Questionnaire – Caregiver (MAQ-C) Data

| | <i>n</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|--|----------|------------|------------|----------|-----------|
| PRE: This is an acceptable program for my child to learn about what it is like to go to college. | 12 | 3 | 6 | 5.25 | .965 |
| PRE: This program should be helpful for my child in learning about what it is like to go to college. | 12 | 4 | 6 | 5.33 | .778 |
| PRE: I am worried that my child's disability will affect his/her college experience to the point that I feel like s/he needs this program. | 12 | 3 | 6 | 5.42 | .996 |
| PRE: I would be willing to help my child use the resources we learn about in this program if s/he chooses to attend college. | 12 | 5 | 6 | 5.83 | .389 |
| PRE: This program will not have a bad effect on my child. | 12 | 4 | 6 | 5.17 | .835 |
| PRE: I like this program. | 12 | 3 | 6 | 5.17 | .937 |

| | <i>n</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|---|----------|------------|------------|----------|-----------|
| PRE: This program is a good way for my child to learn about what it is like to go to college. | 12 | 4 | 6 | 5.42 | .793 |
| PRE: Overall, this program will help my child. | 12 | 4 | 6 | 5.42 | .669 |
| PRE: I have an understanding of campus resources available for college students with disabilities. | 12 | 2 | 6 | 3.33 | 1.303 |
| PRE: I have an understanding of the laws that will affect my child as a college student with a disability. | 12 | 2 | 6 | 3.42 | 1.379 |
| PRE: I feel nervous or anxious when I think about my child going to college. | 12 | 3 | 6 | 4.83 | 1.115 |
| PRE: Movin' On in Montana will help me feel like I have the tools to support my child if s/he chooses to go to college. | 12 | 4 | 6 | 5.17 | .937 |

Table 5. Post-Movin' On Acceptability Questionnaire – Caregiver (MAQ-C) Data

| | <i>n</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|--|----------|------------|------------|----------|-----------|
| POST: This was an acceptable program for my child to learn about what it is like to go to college. | 8 | 5 | 6 | 5.88 | .354 |
| POST: This program was helpful for my child in learning about what it is like to go to college. | 8 | 4 | 6 | 5.75 | .707 |
| POST: I am worried that my child's disability will affect his/her college experience to the point that I feel like s/he needed this program. | 8 | 1 | 6 | 3.75 | 1.581 |
| POST: I would be willing to help my child use the resources we learned about in this program if s/he chooses to attend college. | 8 | 4 | 6 | 5.63 | .744 |
| POST: This program did not have a bad effect on my child. | 8 | 5 | 6 | 5.88 | .354 |
| POST: I liked this program. | 8 | 5 | 6 | 5.88 | .354 |

| | <i>n</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|---|----------|------------|------------|----------|-----------|
| POST: This program was a good way for my child to learn about what it is like to go to college. | 8 | 5 | 6 | 5.88 | .354 |
| POST: Overall, this program helped my child. | 8 | 5 | 6 | 5.88 | .354 |
| POST: I have an understanding of campus resources available for college students with disabilities. | 8 | 4 | 6 | 5.38 | .744 |
| POST: I have an understanding of the laws that will affect my child as a college student with a disability. | 8 | 3 | 6 | 5.00 | 1.069 |
| POST: I feel nervous or anxious when I think about my child going to college. | 8 | 2 | 6 | 4.75 | 1.389 |
| POST: Movin' On in Montana helped me feel like I have the tools to support my child if s/he chooses to go to college. | 8 | 4 | 6 | 5.50 | .756 |

Appendices

Appendix A. Movin' On In Montana: Summer 2016 Timeline

Timeline for Movin' On in Montana 2016

- **October 2015**
 - Meeting with [Disability Services Director] for supervision
 - Reserved residence hall (Pantzer Hall) for Session 1
 - Designed brochure including application
 - *Presented at Montana Association of Rehabilitation (MAR) conference, including a panel discussion on transition to college, Helena**
 - Updated website with online application
 - *Tabled at Sentinel High School Transition Fair (for students with disabilities and their families)*
- **November 2015**
 - *Presented and tabled at Montana Youth Transition conference in Great Falls*
- **January 2016**
 - Contacted former staff to invite back
 - Sent follow-up up emails to conference contacts
 - Hired [staff member] to assist with recruiting
 - Attended Montana Youth Leadership Forum Soft Skills training (Train the Trainer)
 - Attended Rural Institute Pre-Employment Transition Services Technical Assistance Center planning meeting with Ellen Condon
- **February 2016**
 - Trained staff member to assist with recruiting
 - *Recruited at Big Sky High School vocational preparation (special education) class*
 - *Attended Real Life Fair (RLF), a regional one-day transition fair for high school students with disabilities sponsored by Summit Independent Living Center, planning meeting at Summit ILC's BASE*
 - Attended supervision meeting with [Disability Services Director] (weekly)
 - Began program scheduling
- **March 2016**
 - Held Movin' On staff planning meeting
 - *Recruited at Hellgate High School vocational preparation (special education) class*
 - *Recruited at Big Sky High School for students with disabilities, parents and staff*
 - Co-facilitated Soft Skills training at Hellgate High School with Jude Monson from Summit ILC
 - Attended disability training for UM faculty and staff

- Hired staff member to assist with planning
- *Co-taught 6-week Soft Skills course at Hellgate High School with director of Summit ILC*
- *Presented report at Vocational Rehabilitation Council meeting, Helena*
- Attended Montana ILC state planning meeting
- Attended Rural Institute community meeting on inclusion
- **April 2016**
 - Hired additional staff member to assist with planning
 - *Recruited at Hamilton High School vocational preparation (special education) class*
 - *Presented/tabled at Missoula RLF*
 - Met with [Executive Director of the Rural Institute] (bi-weekly)
- **May 2016**
 - Hired and trained camp assistants
 - *Presented at Disability Employment Conference in Great Falls*
 - *Presented/tabled at Flathead RLF*
 - *Attended Region 5 Western Montana Youth Transitions teleconference*
 - Organized and facilitated Hellgate High School UM one-day field trip for junior and senior special education students
- **June 2016**
 - Continued staff meetings and trainings
 - Confirmed with camp applicants via phone calls, letters and emails
 - Completed housing and meals contract with UM
 - Sent learning outcomes to presenters
 - Finalized agenda
 - Letters and forms for participants and their caregivers were sent at least two weeks in advance of each session.
 - Implemented first session of Movin' On program
- **July 2016**
 - Continued staff meetings and trainings
 - Confirmed with camp applicants via phone calls, letters and emails
 - Completed housing and meals contract with UM
 - Finalized agenda
 - Implemented second session of Movin' On program
 - Held final staff meeting with feedback for program evaluation

**Italicized items indicate program recruitment efforts*

Appendix B. Rack Card Used for Program Advertisement

Front:



TRANSITION SEMINAR FOR HIGH SCHOOL STUDENTS WITH DISABILITIES



MOVIN' ON
in Montana

Back:

WHAT WE DO

WHAT WE DO Movin' On is a 4 day, 3 night campus experience to provide students an opportunity to learn about college life.

HOW WE DO IT

- Students attend a 4-day seminar and stay for 3 nights in a university residence hall and eat in a dining hall.
- Parents attend the introduction luncheon with a question and answer session following check-in.
- The parent/family seminar covers rights and responsibilities of students under the ADA and Section 504, and the differences between high school and higher education policies and practices.
- Students learn how to request reasonable accommodations/modifications and how to effectively communicate with instructors.
- Other topics include self-advocacy, assistive technology, Vocational Rehabilitation (VR) services, general academic support resources, attending a university lecture and class, financial literacy for students, university housing and a panel presentation by current UM students.
- Social skills, community activities and recreation are part of the realistic campus experience.
- Each student will create a reflection project and present it to the group on the final day.

HOW MUCH DOES IT COST? It's free!

WHO IS ELIGIBLE? You must be a Montana high school student, sophomore-senior year, with a disability.

HOW DO I APPLY? Apply online on our website: umt.edu/dss/Transition



(406) 243-2663 | umt.edu/dss/Transition
Rural Institute for Inclusive Communities
52 Corbin Hall, Missoula, MT 59812

Appendix C. Movin' On Application Form

Movin' On in Montana Application – June 27-30, 2016 or July 11-14, 2016

Students must complete all information on this application. Please register by June 1, 2016.

Today's date: _____

First Name _____ Last Name _____

Address _____ City _____ Zip _____

Gender Male/Female

Phone number _____ Parent's phone (if different) _____

Name of high school _____ Grade Level _____

Your email address _____ Parents email address _____

Your age _____ Date graduation expected _____

Program Modification Information: Do you require any reasonable modifications to participate in this seminar and stay in a residence hall? If so, please specify what modifications you require.

Please tell us the name/organization of the person who referred you to this seminar.

Please tell us in one paragraph why you are planning to attend the seminar. (You may attach an additional sheet if needed.)

Have you attended the MYLF conference in Helena? yes/no

How to register: Apply online at <http://www.umt.edu/dss/Transition/default.php>, or send this registration form to: Movin' On in Montana, Disability Services for Students, Lommasson 154, Missoula MT 59812.

For more information, contact Bronwyn Troutman, Project Manager of Movin' On in Montana at 406.243.2663 or bronwyn.troutman@mso.umt.edu

Appendix D.1. Letters and Forms Distributed to Movin' On Participants and their Caregivers²: Letter to Parents of Student Acceptance

Dear Parent/Guardian,

[Date]

I'm writing to let you know that your high school student has been accepted to the Movin' On in Montana: Summer College Transition Program, [insert date] at the University of Montana. [Number of participants] high school students from around the state will attend this fun and educational 4-day event to gain a college campus experience. All costs, including meals and lodging will be covered for your student. At the seminar students will have the opportunity to:

- Stay on campus for 3 nights in a residence hall
- Take a campus tour
- Build self-advocacy skills
- Learn about differences between high school and college
- Learn about the Americans with Disabilities Act
- Learn how to request reasonable modifications in a higher education environment
- Attend a typical college class lecture
- Meet current college students
- Become familiar with assistive technology and alternative formats
- Eat in the dining hall
- Make friends, participate in community activities and much more!

Here are a few final details:

- **Parents and guardians:** you are invited to lunch and the Parent/Student Session on Monday [insert date]. Check in at Pantzer Hall is 10:30-11:30. Lunch in the University Center 326 is 12:00-1:00, and the optional Parent Session is 1:00-3:00. This is a great opportunity for parents to learn about college from UM Disability Services for Students, and attend a presentation on Vocational Rehabilitation. Both speakers will have time for questions.

² Letters and forms were sent to parents at least two weeks in advance of the camp. Parents were asked to fill out in advance and bring at check-in.

- **Please see enclosed Daily Agenda, UM Map, and Permission Forms, which can be filled out ahead of time.** (We will also have copies available at check in, if needed). Students participating in the river rafting trip will need to have a parent/guardian sign a permission form at check-in.
- **Parking:** Please park behind Pantzer Hall in Parking Lot H. You can pick up a day pass when you check in at the main entrance of Pantzer Hall.
- **Travel Reimbursement:** Please let us know if you require assistance with travel expenses. We will provide a form at check-in.

Here is a list of what to bring:

- Sun protection: hat, sunglasses, sunblock
- Water bottle, swim suit, comfortable shoes, jacket, summer clothes
- Toiletries, bathrobe, alarm clock, fan
- Optional items: Book, cell phone, spending money for snacks, camera, iPod, etc.
- Linens will be provided, however students may want to bring their favorite blanket and pillow.

Please contact me with any questions or concerns you may have by phone or email:

bronwyn.troutman@mso.umt.edu (406) 243-2663. Also, check our website for updates:

www.umt.edu/dss/Transition

Thanks and I look forward to meeting you [insert date]!

Sincerely,

[Program Director]

Appendix D.2. Letters and Forms Distributed to Movin' On Participants and their Caregivers: Student Acceptance Letter

Hello,

[Date]

I'm writing to let you know that you have been accepted to the Movin' On in Montana: Summer College Transition Program, [insert date] at the University of Montana. [Insert number of participants] high school students (and recent high school graduates) from around the state will attend this fun and educational four-day event to gain a college campus experience. All costs, including meals and lodging will be covered for you. At the seminar students will have the opportunity to:

- Stay on campus for 3 nights in a residence hall
- Take a campus tour
- Build self-advocacy skills
- Learn about differences between high school and college
- Learn about the Americans with Disabilities Act
- Learn how to request reasonable modifications in the learning environment
- Attend a typical college class lecture
- Meet current college students
- Get familiarized with assistive technology and alternative formats
- Eat in the dining hall
- Make friends, participate in fun activities and much more!

For families coming from out of town, gas and lodging expenses can be reimbursed.

Here is a list of what to bring:

- Sun protection: hat, sunglasses, sunblock
- Water bottle, swim suit, comfortable shoes, jacket, summer clothes
- Toiletries, bathrobe, alarm clock
- Optional items: Book, cell phone, charger, camera, iPod, etc.
- Linens will be provided, however students may want to bring their favorite blanket and pillow.

Please visit our website at www.umt.edu/dss/Transition for important program details and updates. (I hope to add the final details to the program by [insert date].) Please contact me

with any questions or concerns you may have via phone or email:

bronwyn.troutman@mso.umt.edu (406) 243-2663.

Thanks so much and I look forward to meeting you in [insert date]!

Sincerely,

[Program Director]

Appendix D.3. Letters and Forms Distributed to Movin' On Participants and their Caregivers: Parent/Student Contract

Movin' On In Montana Parent/Student Contract

Acceptance into the Movin On' in Montana program brings with it several responsibilities for both students and parents/guardians. In order to maintain a positive atmosphere where each student can partake in maximum social and academic development, all participants must conduct themselves in a respectful manner at all times. Please carefully review the following conditions for program participation.

The student pledges:

- To participate in all classes and presentations and be prepared to be fully engaged to the best of their ability.
- To remain on campus at all times and to communicate to Movin' On staff in the event of illness or when requiring a break.
- To respect all instructors, staff, and participants of the program.
- To comply with University of Montana policies and regulations, which prohibit use of tobacco, alcohol, or any illegal substances on campus. Possession or consumption of alcohol or drugs by any participant may result in legal consequences and/or referral for treatment.
- To keep personal items, including medications and valuables, secure by keeping in your own bedroom.

The student and parent/guardian hereby acknowledges having read and understood the "Movin' On in Montana Parent/Student Contract" and are in agreement with and pledge to abide by its provisions. Further, failure to meet expectations may result in being asked to leave the program.

Signature of student

Date

Signature of parent/guardian

Date

Appendix D.4. Letters and Forms Distributed to Movin' On Participants and their Caregivers: Final Details for Students

Hello Movin' On In Montana Campers and Families,

I am so excited that you are joining us for camp at the University of Montana campus in Missoula during the week of [insert date].

Here are a few final details:

- **Parents and guardians:** you are invited to lunch and the Parent/Student Session on Monday [insert date]. Check in at Pantzer Hall is 10:30-11:30. Lunch in the University Center 326 is 12:00-1:00, and the optional Parent Session is 1:00-3:00. This is a great opportunity for parents to learn about college from UM Disability Services for Students Director, Amy Capolupo, and attend a presentation from Vocational Rehabilitation. Both speakers will have time for questions. Please let me know if you will be joining us for lunch and the Parent Session by Wednesday June 15.
- **Please see enclosed Daily Agenda, UM Map, and please check your email for Permission Forms, which can be printed and filled out ahead of time.** (We will also have copies available at check in, if needed). Students participating in the **River Rafting Trip** will need to have parent sign a permission form at check-in.
- **Parking:** Please park behind Pantzer Hall in Parking Lot H. You can pick up a day pass when you check in at the main entrance of Pantzer Hall.
- **Travel Reimbursement:** Please let us know if you require assistance with travel expenses. We will provide a form at check-in.

If you have any questions please feel free to call 406-243-2265 or email me at bronwyn.troutman@mso.umt.edu. My cell number is 370-3364.

See you on Monday [insert date]!

[Program Director]

Appendix D.5. Letters and Forms Distributed to Movin' On Participants and their
Caregivers: Medical Information and Release Form

Movin' On in Montana 2016

Medical Information and Release Form

Please complete the following information:

Student name_____ Birthdate_____

Parent/Guardian names:

Name_____Relation_____

Phone

(H)_____(W)_____(Cell)_____

Name_____Relation_____

Phone

(H)_____(W)_____(Cell)_____

Emergency Contacts:

Name_____Phone:_____

Name_____Phone:_____

Doctor_____Phone:_____

Insurance Company/Policy #_____

Allergies_____

Other medical conditions or health concerns (Please note here if your child requires
medication, the dosage, frequency, and if a reminder is needed)

I authorize Movin' On in Montana to seek medical attention for my child if necessary.

Parent signature_____Date_____

Movin' On in Montana 2016

Permission to Photograph and Film Form

_____ I give Movin' On in Montana permission to photograph and film my child (or myself, if age 18 and older) to be used in promotional materials.

Signature_____Date_____

Appendix E. Goals/Outcomes of Movin' On in Montana

20-24 Montana high school students (or recent high school graduates) with disabilities will:

1. Experience living on a college campus for four days
2. Learn about Vocational Rehabilitation services
3. Develop self-advocacy skills
4. Learn about recommended modifications to the learning environment and how to request modifications
5. Gain orientation on UM campus
6. Learn about physical access
7. Learn about the differences between high school and college
8. Learn what are the rights and responsibilities of students with disabilities
9. Learn social skills
10. Learn about academic support and financial aid available to students
11. Learn about extracurricular activities offered in college
12. Become familiarized with assistive technologies and alternative formats
13. Consider higher education goals
14. Have a positive experience at UM that is welcoming, inclusive and integrated

Parents/guardians will have the opportunity to:

1. Visit a college campus with their student
2. Become acquainted with Disability Services for students
3. Learn about Vocational Rehabilitation services
4. Learn about rights and responsibilities for their student
5. Have a positive experience at UM that is welcoming, inclusive and integrated
6. Experience a sense of community among other parents/guardians of children with disabilities who are considering higher education

WELCOME TO MOVIN' ON IN MONTANA 2016

Daily Agenda*

Day One – Monday, June 27

10:30-11:30 a.m. Check in (Pantzer Hall, main entrance)

12:00 - 1:00 p.m. Lunch in UC 326 (fill out survey with Katie)

Sessions for Students and Parents/Guardians:

1:00 -2:00 p.m. Differences between high school and college UC 326

2:15-3:00 p.m. Vocational Rehabilitation Services UC 326

3:00-3:15 Goodbye parents/guardians

3:15-5:00 p.m. Introductions and Icebreakers UC 330

5:00-6:00 p.m. Dinner in the Food Zoo

6:30 p.m. Activity

9:00 p.m. Free time

Day Two – Tuesday, June 28

8:00-9:00 a.m. Breakfast in the Food Zoo

9:10-10:10 a.m. Campus tour- meet at the Grizzly Bear Statue

10:10-10:20 a.m. Break

10:20-11:10 a.m. Learn about requesting reasonable modifications in college- Resource Library 154 Lommasson

11:10-12:00 p.m. Student Affairs Panel- Resource Library 154 Lommasson

12:00-1:00 p.m. Lunch

1:10-3:00 p.m. Assistive Technology Resource Library 154 Lommasson

3:00-4:00 p.m. Planetarium-Native American Center

4:00-5:00p.m. Activity and Break

5:00 p.m. Dinner in the Food Zoo

6:30 p.m. Activity

9:00 p.m. Free time

Day Three – Wednesday, June 29

8:00-8:50 a.m. Breakfast in the Food Zoo

9:04 a.m. Get on the Bus

9:10-9:45 a.m. Visit Missoula College for a tour, use public transportation

9:53 a.m. Get on the Bus

10:03-11:00 a.m. Biology Lecture UC 326

11:00-12:00 p.m. Activity

12:00-1:00 p.m. Lunch in the Food Zoo

1:15 – 3:00 p.m. Self-Advocacy in college UC 326

3:00-4:30 p.m. Meet with current college students and college graduates
UC 326

4:30-5:00 p.m. Break

5:00-7:00 p.m. Dinner-Bridge Pizza and Big Dipper Ice Cream

7:00 p.m. Activity

9:00 p.m. Free time

Day Four – Thursday, June 30

9:00-9:30 a.m. Breakfast UC 326

9:30-10:30 a.m. Transition Plan UC 326

10:30-11:30 a.m. Goodbye Session

11:30-12:00 a.m. Survey with Katie

12:00-1:00 p.m. Lunch in the Food Zoo

1:00-1:30 p.m. Break

1:30-4:00 p.m. River Rafting Trip

5:00 p.m. check out of Pantzer Hall. **Important:** Please return keys to
Pantzer Hall reception desk.

*Schedule changes may be made as needed

WELCOME TO MOVIN' ON IN MONTANA 2016

Daily Agenda*

Day One – Monday, July 11

10:30-11:30 a.m. Check in (Pantzer Hall, main entrance)

12:00 - 1:00 p.m. Lunch in UC 326 (fill out survey with Katie)

Sessions for Students and Parents/Guardians:

1:00 -2:00 p.m. Differences between high school and college UC 326

2:15-3:00 p.m. Vocational Rehabilitation Services UC 326

3:00-3:15 Goodbye parents/guardians

3:15-5:00 p.m. Introductions and Icebreakers UC 333

5:00-9:00 p.m. Osprey Baseball Game and BBQ

9:00 p.m. Free time

Day Two – Tuesday, July 12

8:00-9:00 a.m. Breakfast in the Food Zoo

9:10-10:10 a.m. Campus tour- meet at the Grizzly Bear Statue

10:10-10:20 a.m. Break

10:20-11:10 a.m. Learn about requesting reasonable modifications in college- Resource Library 154 Lommasson

11:10-12:00 p.m. Student Resources Panel- Resource Library 154 Lommasson

12:00-1:00 p.m. Lunch

1:10-3:00 p.m. Assistive Technology Resource Library 154 Lommasson

3:00-4:00 p.m. Planetarium- Native American Center

4:00-5:00p.m. Activity and Break

5:00 p.m. Dinner in the Food Zoo

6:30 p.m. Activity

9:00 p.m. Free time

Day Three – Wednesday, July 13

8:00-8:50 a.m. Breakfast in the Food Zoo

9:04 a.m. Get on the Bus

9:10-9:45 a.m. Visit Missoula College for a tour, use public transportation

9:53 a.m. Get on the Bus

10:10-11:00 a.m. Biology Lecture UC 326

11:00-12:00 p.m. Activity

12:00-1:00 p.m. Lunch in the Food Zoo

1:15 – 3:00 p.m. Self-Advocacy in college UC 326

3:00-4:30 p.m. Meet with current college students and college graduates
UC 326

4:30-5:00 p.m. Break

5:00-7:00 p.m. Dinner-Bridge Pizza and Big Dipper Ice Cream

7:00 p.m. Activity

9:00 p.m. Free time

Day Four – Thursday, July 14

9:00-9:30 a.m. Breakfast UC 326

9:30-10:30 a.m. Transition Plan UC 326

10:30-11:30 a.m. Goodbye Session

11:30-12:00 a.m. Survey with Katie

12:00-1:00 p.m. Lunch in the Food Zoo

1:00-1:30 p.m. Break

1:30-4:30 p.m. River Rafting Trip

5:00 p.m. check out of Pantzer Hall. **Important:** Please return metal keys
to Pantzer Hall reception desk.

*Schedule changes may be made as needed

Appendix H. Request for Presenter Feedback

Hello,

Thank you for participating in the Movin' On in Montana program at the University of Montana as a presenter. We are interested in determining what worked well for you as presenters and what did not work in order to improve the program and the experiences of presenters in future years. We ask that you fill out a brief survey to provide feedback regarding your experience as a presenter. We would greatly appreciate your feedback! Answering the questions is optional; however, we ask that you respond in order to make the Movin' On in Montana experience better for future students, caregivers, and presenters. The questions should take approximately 5-10 minutes to complete.

Here is a link to the presenter

survey: https://umt.co1.qualtrics.com/SE/?SID=SV_007mDySUWfPQyII

Thank you for your time! If you have any questions or concerns, please contact the Movin' On project coordinator, Bronwyn Troutman, at 406-243-2265 or bronwyn.troutman@mso.umt.edu. You may also contact the program evaluator, Katie Ahlers, at katie.ahlers@mso.umt.edu.

Appendix I. Qualtrics Survey for Presenter Feedback

Thank you for participating in the Movin' On in Montana: Summer College Transition Program at the University of Montana. We are so glad that you were able to present and share valuable information to the program participants. We are interested in determining what worked for you as presenters and what did not work in order to improve the program and the experiences of presenters in future years. Below are a few questions and space for you to provide feedback regarding your experience as a presenter. We would greatly appreciate your feedback. Answering the questions is optional; however, we ask that you respond in order to make the Movin' On in Montana experience better for future students, caregivers, and presenters. The questions should take approximately 5-10 minutes to complete.

The information you provide will be used in the program summary. The summary will outline experiences of presenters as a group, and no individual presenter will be linked to their response. We ask for your honest feedback.

Thank you for your time. If you have any questions or concerns, please call Bronwyn Troutman at 406-243-2265 or email her at bronwyn.troutman@mso.umt.edu. You may also contact the program evaluator, Katie Ahlers, at katie.ahlers@mso.umt.edu.

1. Please describe what went well during your experience as a Movin' On presenter? This may include your experiences with contact with program staff prior to the presentation, the presentation itself, or contact following the presentation.

2. Please describe what could be improved about your experience as a Movin' On presenter? Again, this may include your experiences with contact with program staff prior to the presentation, the presentation itself, or contact following the presentation.

3. Do you have any additional comments that you would like to share regarding your experience as a presenter for the Movin' On program?

Movin' On Acceptability Questionnaire³


You are taking part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience will give you the chance to learn what it is like to go to college. You will go to seminars on available campus resources and learn about your rights as a student with a disability. Some of the resources include vocational rehabilitation, the writing center, career services, and self-advocacy. You will listen to college lectures and receive tours of the University of Montana and Missoula College campuses. You will take part in fun community activities, like ice cream at the Big Dipper and river rafting. You will also meet other students and live beside them in a college dorm. The goal is for you to learn about and experience college so that you feel prepared if you decide that you want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

| | Strongly Disagree | | | | | | Strongly Agree |
|---|----------------------|---|---|---|---|---|-------------------|
| | | | ← | → | | | |
| 1. This is an acceptable program for me to learn about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 2. This program should be helpful for me in learning about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 3. I am worried that my disability will affect my college experience to the point that I feel like I need this program. | 1 | 2 | 3 | 4 | 5 | 6 | |

³ Krain, A. L., Kendall, P. C., & Power, T. J. (2005)

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 4. | I would be willing to use the resources I learn about in this program if I choose to attend college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | This program will not have a bad effect on me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | I like this program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | This program is a good way to learn about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Overall, this program will help me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | I feel nervous or anxious when I think about going to college. | 1 | 2 | 3 | 4 | 5 | 6 |

Strongly Disagree  Strongly Agree

- | | | | | | | | | |
|-----|--|----|---|---|---|---|---|---|
| 10. | I have an understanding of the laws affecting me as a college student with a disability. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 11. | I have an understanding of resources available for college students with disabilities. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 12. | I plan to enroll in a 4-year college. | NA | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | I plan to enroll in a 2-year or vocational college. | NA | 1 | 2 | 3 | 4 | 5 | 6 |

14. Movin' On in Montana will help me figure out whether college is an option for me. 1 2 3 4 5 6

Note: NA = Not Applicable (I don't plan on attending college at all.)

15. What are you looking forward to the most about participating in Movin' On in Montana?


16. What are you looking forward to the least about participating in Movin' On in Montana?

17. What do you hope to learn from participating in Movin' On in Montana?

Movin' On Acceptability Questionnaire⁴

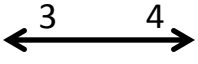
You took part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience gave you the chance to learn what it is like to go to college. You went to seminars on available campus resources and learned about your rights as a student with a disability. Some of the resources included vocational rehabilitation, the writing center, career services, and self-advocacy. You listened to college lectures and received tours of the University of Montana and Missoula College campuses. You took part in fun community activities, like ice cream at the Big Dipper and river rafting. You also met other students and lived beside them in a college dorm. The goal was for you to learn about and experience college so that you feel prepared if you decide that you want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

- | | Strongly
Disagree | |  | | Strongly
Agree | |
|---|----------------------|---|---|---|-------------------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. This was an acceptable program for me to learn about what it is like to go to college. | | | | | | |
| 2. This program was helpful for me in learning about what it is like to go to college. | | | | | | |

⁴ Krain, A. L., Kendall, P. C., & Power, T. J. (2005)

| | | | | | | | |
|-----|--|-------------------|---|---|---|----------------|---|
| 3. | I am worried that my disability will affect my college experience to the point that I feel like I needed this program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | I would be willing to use the resources I learned about in this program if I choose to attend college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | This program did not have a bad effect on me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | I liked this program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | This program was a good way to learn about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Overall, this program helped me. | 1 | 2 | 3 | 4 | 5 | 6 |
| | | Strongly Disagree | | | | Strongly Agree | |
| 9. | I feel nervous or anxious when I think about going to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | I have an understanding of the laws that could affect me as a college student with a disability. | 1 | 2 | 3 | 4 | 5 | 6 |

11. I have an understanding of resources available for college students with disabilities. 1 2  5 6

12. I plan to enroll in a 4-year college. NA 1 2 3 4 5 6

13. I plan to enroll in a 2-year or vocational college. NA 1 2 3 4 5 6

14. Movin' On in Montana helped me figure out whether college is an option for me. 1 2 3 4 5 6

Note: NA = Not Applicable (I don't plan on attending college at all.)

18.What did you enjoy the most about participating in Movin' On in Montana?

19.What did you enjoy the least about participating in Movin' On in Montana?

20.Attached is a list of activities from this week. List the three that you found most helpful for learning about college with #1 being the most helpful.

1) _____

2) _____

3) _____

What was most helpful about #1?

List of Activities/Resources:

- Meal times at the Food Zoo
- Campus tours (UM and Missoula College)
- Social activities (Swimming at the Grizzly Pool, Bridge Pizza, Big Dipper)

Monday:

- Seminar presentation: Difference between high school and college
- Seminar presentation: Vocational rehabilitation services
- Introductions and icebreakers

Tuesday:

- Seminar presentation: Requesting reasonable modifications
- Seminar presentation: Student affairs panel – TRiO, Writing Center, Financial Literacy, and Career Services
- Seminar presentation: Assistive technology

- Planetarium activity at the Native American Center

Wednesday:

- UM Lecture – Biology
- Seminar presentation: Self-advocacy
- Seminar presentation: College student panel


Thursday:

- Making a transition plan
- Goodbye session

Movin' On Acceptability Questionnaire⁵

Your child is taking part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience will give your child the chance to learn what it is like to go to college. S/he will go to seminars on available campus resources and learn about his/her rights as a student with a disability. Some of the resources include vocational rehabilitation, the writing center, career services, and self-advocacy. Your child will listen to college lectures and receive tours of the University of Montana and Missoula College campuses. Your child will take part in fun community activities, like ice cream at the Big Dipper and river rafting. Your child will also meet other students and live beside them in a college dorm. The goal is for your child to learn about and experience college so that s/he feels prepared if s/he decides that s/he want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

| | Strongly Disagree | |  | | Strongly Agree | |
|--|-------------------|---|---|---|----------------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. This is an acceptable program for my child to learn about what it is like to go to college. | | | | | | |
| 2. This program should be helpful for my child in learning about what it is like to go to college. | | | | | | |
| 3. I am worried that my child’s disability will affect his/her college experience to the | | | | | | |

⁵ Krain, A. L., Kendall, P. C., & Power, T. J. (2005)

point that I feel like s/he needs this
program.

- | | | | | | | | |
|-----|---|-------------------|---|---|----------------|---|---|
| 4. | I would be willing to help my child use the resources we learn about in this program if s/he chooses to attend college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | This program will not have a bad effect on my child. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | I like this program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | This program is a good way for my child to learn about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| | | Strongly Disagree | | | Strongly Agree | | |
| 8. | Overall, this program will help my child. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | I have an understanding of campus resources available for college students with disabilities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | I have an understanding of the laws that will affect my child as a college student with a disability. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | I feel nervous or anxious when I think about my child going to college. | 1 | 2 | 3 | 4 | 5 | 6 |

12. Movin' On in Montana will help me feel like 1 2 \longleftrightarrow 3 4 5 6
I have the tools to support my child if s/he
chooses to go to college.

21. What are you most looking forward to about attending the caregiver seminar
and your child participating in Movin' On in Montana?


22. What do you hope to learn from participating in the caregiver seminar?

23. What do you hope that your child learns from participating in Movin' On in
Montana?


Movin' On Acceptability Questionnaire⁶

Your child took part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience gave your child the chance to learn what it is like to go to college. S/he went to seminars on available campus resources and learned about his/her rights as a student with a disability. Some of the resources included vocational rehabilitation, the writing center, career services, and self-advocacy. Your child listened to college lectures and received tours of the University of Montana and Missoula College campuses. Your child took part in fun community activities, like ice cream at the Big Dipper and river rafting. Your child also met other students and lived beside them in a college dorm. The goal was for your child to learn about and experience college so that s/he feels prepared if s/he decides that s/he want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

| | Strongly Disagree | |  | | Strongly Agree | |
|---|----------------------|---|---|---|-------------------|---|
| 1. This was an acceptable program for my child to learn about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. This program was helpful for my child in learning about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I am worried that my child’s disability will affect his/her college experience to the point that I feel like s/he needed this program. | 1 | 2 | 3 | 4 | 5 | 6 |

⁶ Krain, A. L., Kendall, P. C., & Power, T. J. (2005)

| | | | | | | | |
|-----|---|--|---|---|---|---|---|
| 4. | I would be willing to help my child use the resources we learned about in this program if s/he chooses to attend college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | This program did not have a bad effect on my child. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | I liked this program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | This program was a good way for my child to learn about what it is like to go to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Overall, this program helped my child. | 1 | 2 | 3 | 4 | 5 | 6 |
| | | <div style="display: flex; align-items: center; justify-content: space-between;"> <div>Strongly Disagree</div> <div>  </div> <div>Strongly Agree</div> </div> | | | | | |
| 9. | I have an understanding of campus resources available for college students with disabilities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | I have an understanding of the laws that will affect my child as a college student with a disability. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | I feel nervous or anxious when I think about my child going to college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Movin' On in Montana helped me feel like I have the tools to support my child if s/he chooses to go to college. | 1 | 2 | 3 | 4 | 5 | 6 |

13. How can the caregiver seminar and/or the Movin' On in Montana program change to be more helpful for you or your child?

Please answer Questions 13 and 14 if you were present for the caregiver seminar.

14. What was most helpful about attending the caregiver seminar?

15. What was least helpful about attending the caregiver seminar?

Please answer Question 15 if you were NOT present for the caregiver seminar.

16. Please share why you did not attend the caregiver seminar.

Appendix N. Letter Requesting Caregiver Feedback

Dear Parent/Guardian,

We are so glad that your high school student was able to participate in the Movin' On in Montana: Summer College Transition Program at the University of Montana. Students had the opportunity to complete two surveys, one at the beginning of the week and one at the end of the week, to provide feedback on what they wanted from the program and what they got out of it. Our goal is to figure out what worked for students and what did not work in order to improve the program. We would love your feedback as the parent/guardian of a student with a disability. There are no right or wrong answers; we will use the information that you provide to evaluate the Movin' On in Montana program to make it better.

Enclosed are two copies of the caregiver survey. We ask that one or more caregivers in the home each fill out a survey and mail it back to the Rural Institute in the stamped envelope that was provided. The Rural Institute for Inclusive Communities (RIIC) is the center that supports the Movin' On in Montana program.

We would greatly appreciate your feedback. This survey is optional; however, we ask that you complete it in order to help make the Movin' On in Montana experience better for future students and caregivers. The survey should take approximately 5-10 minutes to complete.

Thank you for your time. If you have questions please call Bronwyn Troutman at 406-243-2265 or email her at bronwyn.troutman@mso.umt.edu.

Sincerely,

[Program Evaluator]

Graduate Student & Program Evaluator

Movin' On in Montana: Summer Transition College Program

The Rural Institute for Inclusive Communities

University of Montana

katie.ahlers@mso.umt.edu

www.ruralinstitute.org